



BRITAIN IN PICTURES  
THE BRITISH PEOPLE IN PICTURES

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ENGLISH EDUCATION

GENERAL EDITOR  
W. J. TURNER



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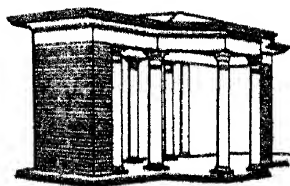
# ENGLISH EDUCATIO

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KENNETH LINDSAY

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WITH  
8 PLATES IN COLOUR  
AND  
18 ILLUSTRATIONS IN  
BLACK & WHITE



WILLIAM COLLINS OF LONDON  
MCMXXXI



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Oil painting by an unknown artist

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GRAMMAR SCHOOL AT THAME, OXFORDSHIRE, FOUNDED 1558  
Engraving from the original drawing by J. C. Buckler

## INTRODUCTION

THERE can be little excuse for adding to the number of books on education. Yet a series of books on Britain, which omitted an attempt to describe the peculiar features of English education would be ignoring much that has contributed to British character, much that is exciting in contemporary Britain and much that gives hope for the Britain of to-morrow.

The story of English education is a strangely neglected subject. For nine hundred out of the last thousand years the State has had little concern with schools and given them no financial support. Few people realised that the year 1939, when war broke out, marked the centenary of a Central Education Department and the fortieth birthday of the Board of Education itself. Compulsory education is less than seventy years old. These few dates may give perspective and help to explain the nature of some modern social problems. The different types of school in England are not so much educational as social and historical in origin.

What is the object of education? If Aristotle is right in saying that it should enable a man to live well, why does all organised education cease at the age of fourteen for four-fifths of the people? What should be the relation of State and Church to education? What are the educational ideas and systems

prevalent in different countries and under different governments, Fascist, Communist and so-called Democratic? I add 'so-called' because it is clear that no democracy has yet existed. How came the word "education" to be surrounded by so much jargon and how can it be made to live a free life once again?

It would be a poor service to the cause of truth if these pages recorded nothing but complacent praise. I can see a score of weaknesses in our schools and in the whole system, some of which are part of the social structure: I see also model features from the nursery school to the widening field of adult education, which fill me with pride.

No easy description of a system of schooling can explain the British character. Let no one imagine that five hours a day for five days a week, either in an ancient Grammar School or a modern Senior School constitutes education. Such a narrow interpretation of the growth of a child takes no account of the essentials, the home and family circle, food, rest, holidays and social ties—all of them media through which a powerful tradition of living is expressed. Picture the life of a boy who returns from boarding-school to a home rich in associations and sometimes in culture or to some small estate where he can roam at will, pursue his hobbies and hear talk of State and local affairs. Picture equally the home of a miner, a keen trade unionist or local preacher and the rich background from which the son or daughter proceeds each day to the local school. While, therefore, school can do much to sharpen the wits and discipline intelligence, it may have done more by failing to ruin the influence of a good home.

These pages are not concerned directly with Scottish or Welsh education, each of which has a distinctive history. Much virtue is attached to Scottish education which in truth should be ascribed to the home and the kirk. It is nevertheless true that Scotland introduced a national scheme of education about 200 years before England. Of the Act of 1697 Macaulay writes these glowing words:—

"By this memorable law it was, in the Scottish phrase ordained that every parish in the realm should provide a commodious school-house and should pay a moderate stipend to a school-master. Before one generation had passed away it began to be evident that the common people of Scotland were superior in intelligence to the common people of any other country in Europe. To whatever land the Scotchman might wander, to whatever calling he might betake himself, in America or India, in trade or in war, the advantages which he derived from his early training raised him above his competitors. If he was taken into the warehouse as a porter, he soon became a foreman. If he enlisted in the army, he soon became a sergeant."

This rhetorical passage contains some elements of truth, but it must also be remembered that Scotland has always looked on Primary and Secondary education as complementary parts of one system and that before the end of the sixteenth century Scotland had established four Universities.



*By courtesy of Lord Saye and Sele*

WILLIAM OF WYKEHAM 1324-1404  
Oil painting by an unknown artist



By courtesy of the Governors of Dulwich College

OLD TIME TUITION AT DULWICH COLLEGE, 1828  
Oil painting by W. C. Horsley

Welsh education is administered through a Welsh department of the Board of Education, but in this case bi-lingual teaching, a more democratic growth of secondary schools, and an autonomous Celtic culture present peculiar features and problems. Local schools and Universities have played an important part in preserving the national character and traditions of Scotland and Wales. Long may this be so and long may they resist the colourless accent of a dull uniformity !

English schools at their best have a dual purpose. Firstly they are miniature communities, symbolic of a better organized state and centres of resistance to the vulgar commercialism of their day. Such a criterion applies equally to state and private schools, to nursery and adult classes, and to this extent a school is a spiritual community. But there is a second object, namely, to prepare young people for the dignity of self-support. When industry was domestic and carried on in the home, apprenticeship covered most of the skills ; but with the division and sub-division of labour and the growth of specialist functions in industry, commerce and agriculture there has also grown, though at an unequal pace, a vast apparatus of technical, commercial and vocational instruction. Skilled apprenticeship has largely been replaced by the polytechnic classes of a modern technical college. In like manner the young girl of last century, who used to learn cooking under the eye of her mother and take part in baking the weekly bread, nowadays learns domestic economy. Secondary and other schools have been multiplied to meet the demand for clerks and the professions.

More and more, therefore, it is becoming common to make schools microcosms of the larger world, with a score of different activities in process ; even the elements of commercial arithmetic can be learned by keeping real accounts, just as the beginnings of science can be discovered by boys who are let loose in a biological laboratory and a school garden. By such methods our modern schools are trying to unite living and learning. The artificial divisions of vocational and cultural studies reflects a confusion of thought. Is it cultural education to make a study of folk-songs, but vocational to learn an instrument ? Is it cultural to study the classics and vocational to train at an art school ? Is it cultural to learn through your head and vocational to learn through your eye and by your hands ? One has only to pursue the question to its logical conclusion to show that whatever differences may exist among types of education, this particular one is as unreal as it is unhelpful.

The Englishman's instinctive distrust, both of experts and of intellectuals and his reliance on the common-sense of the average man has a deep historical basis, but in the future it will need qualification. In the process of trying to educate a whole society, it will be necessary to combine specialist training with a higher general level of understanding. Training can be obtained partly in schools and colleges and partly in actual employment ; understanding proceeds not only from the study of history, literature and philosophy, but also from contact with a rich variety of associations. More and more it will



be found the wiser course to withdraw men and women from their specialist jobs in order that they may find a wider vision. At the moment there are half a dozen residential and a few score non-residential settlements which serve this need. But there are also a host of voluntary bodies through which the average man expresses himself in religion and politics, in business and local service. These free associations are the workshops of democracy. More than once in English history rumblings could be heard among such societies and this was the signal for some new educational advance.

To-day, owing partly to the revolutionary discoveries of modern science, partly to the spread of purely specialist training even in the Universities, partly to the repetitive nature of modern industry, and partly to the slow disintegration of old cultures, there has appeared a world-wide restlessness among youth, both those under eighteen and those between eighteen and thirty. Hitler and Mussolini have tried to fill this vacuum by harnessing the energies and spirits of youth to strict, disciplined, national training and to the lure of the battlefield. The English faith is that there are other methods.

It is well to remember that man for man British youth has gloriously outmatched the regimented hordes of Germany and Italy on land and sea and conspicuously in the air, that the spirit of civilians and young people has been beyond all praise, that devoted service has manifested itself in Civil Defence, in Women's organisations, in the Home Guard and Youth Service squads. Perhaps for this very reason everyone knows that a new approach to an old problem is now necessary. We need now a deliberate and acute examination of our deficiencies, a clearer understanding of the vast historic forces that are now so strongly at work among us and the imagination to put into concrete shape the new direction that must be given to English education.

## THE GROWTH OF ENGLISH EDUCATION

**I**F Bede was the father of English history, King Alfred who translated Bede from Latin into Anglo-Saxon was the father of English education. He founded the first public school at Wantage to train the sons of the noblemen of his day for public service. York, Rochester and Canterbury dispute the claims of Wantage, but this only proves the fierce local pride which still prevails throughout the country.

It is difficult to decide who spoke French and who English in medieval times. Probably the ruling classes of the day still spoke French in the early fourteenth century and the priests conversed in Latin, (Miss Helen Waddell tells us that Latin in the twelfth century is the language in which a student will write home for a pair of boots) but by 1385 the child in the Grammar schools 'construeth and learneth in Englishe.' Medieval life meant corporate life in manor, borough, guild and learned university; indeed the University was a medieval conception. An international brotherhood of scholars and

# PRISCIANUS NASCENS

OR

*A Key, to the Grammar School.*

Serving much to the Exposition of the Grammatical

Rules of Lilly, and the more exact and certain

Translating of English into Latine.

To the no small ease of the Master in Teaching,

and the Scholar in Learning.

*Difficile, hoc adeo, & poena tibi, pariter Clamoris,  
Causas quæ rursus patris revocantur Offensas.*



*(i.e.) My Son approach, I give thee here a Key,  
By which my Treasures thou shalt learn to Key.*

The Reader may for his better Satisfaction peruse the Preface to this book,  
in which the Reasons and Use of it is unfolded.

LONDON, Printed for William Garret, and are to be sold by  
Thomas Garthpate, 1660.

TITLE PAGE OF PRISCIANUS NASCENS  
KEY TO WILLIAM LILLY'S GRAMMAR

Printed for William Garret, London, 1660

teachers was created, poor in worldly goods, cosmopolitan in spirit, with Latin as a common tongue. The English students from Paris stayed at houses at Oxford and later at Cambridge, visited the taverns for drink and discussion and studied Civil and Canon Law, mathematics, medicine, divinity and the scholastic philosophy. It is probable that sons of yeomen and humble men 'went up' to Balliol and Merton in the thirteenth and fourteenth century at the age of fourteen and stayed seven years, working in the fields during the summer. The Friars moved among the common people and became popular preachers, just as the Lollards, the Puritan Dissenters, the Wesleyans and the Victorian evangelists did in later times. Religious movements have often been pioneers in enlarging the area of education.

But throughout these and succeeding centuries only a small fraction of the nation's children received any schooling. The medieval universal church had its own education system and none other existed. Though Oxford and the Church decayed in the fifteenth century, there was at the end of the Middle Ages a large foundation of Grammar Schools, perhaps one to every six thousand of the population, a higher proportion of such schools than in 1864, as reported by a Royal Commission. William of Wykeham was not so much a religious leader as a 'royal civil servant': in 1382 he founded Winchester and a College at Oxford, and in 1440 Henry VI started Eton on its illustrious career and established King's College at Cambridge. The Statutes both of Winchester and Eton provided both for the 'poor and indigent' and also for a limited number of 'notable and influential' persons, who paid for their lodging but had free tuition. In Cranmer's words, 'If a gentleman's son be apt to learning, let him be admitted; if not, let the poor man's child, that is apt, enter his room.' Peasants, casual and unskilled labourers formed the bulk of the population. It was St. Bernard who wrote of the Church 'She clothes her stones in gold and leaves her sons naked.' It must be remembered that within the space of four hundred years, when the whole population numbered less than four million people, cathedrals were built, including Canterbury, York, Ely, Wells and Winchester, each bearing an individual character derived from the colour and forms of its own locality. Here were gathered the highest examples of a score of craftsmen, masons and painters, sculptors and embroiderers, and all their labour was dedicated to the cause of religion. Craft guilds existed for the few, but their economic side was subordinated to higher and social interests.

With the Revival of Learning at the turn of the 15th and 16th centuries more schools were founded, reading and writing ceased to be a monopoly of the clergy. Dean Colet, son of a London merchant, lectured at St. Paul's on the Epistles and in 1509 founded St. Paul's School, with Lily as headmaster, to teach Greek and Latin and inaugurate the classical tradition. The foundations of learning, in Christianity and Hellenism, to which Sir Richard Livingstone in a recent book bids us return, were now securely laid.

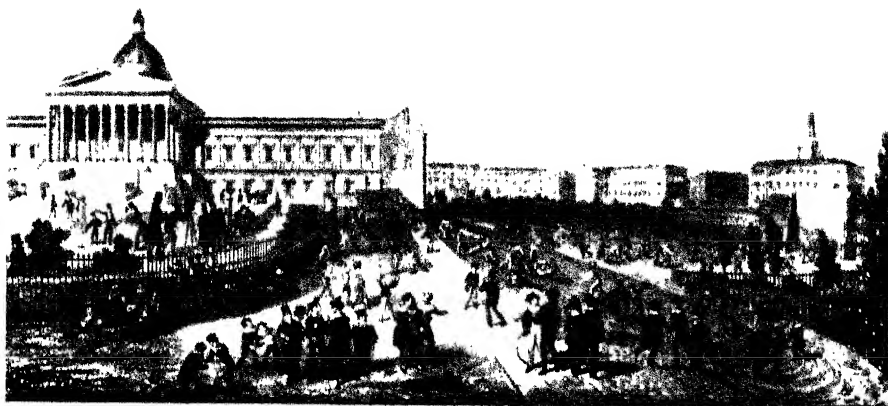
Although Cardinal Wolsey founded Christ Church at Oxford and Henry VIII was responsible for Trinity College, Cambridge and Edward VI gave his name to various Grammar Schools, a great educational opportunity was missed in the distribution of monastic lands. In vain Bishop Latimer, who saw education as part of religion, cried 'Schools are not maintained, scholars have not exhibition.' Grammar schools trained for the professions and the rising commercial magnates realised their value. The Medieval and Tudor systems never contemplated universal education.

Elizabeth, like Colet, belonged to the Renaissance. At least she sympathised with the new education if she did little to help it. And Parliament, in passing the Statute of Apprentices, provided English youth with some technical training and some social welfare. The Bible came to dominate reading and its study was a great influence, as Matthew Arnold later testified.



JOHN COLET, DEAN OF ST. PAUL'S  
Detail from the drawing by Holbein

Elizabethan children who grew up in the new mansions heard exquisite music at home; in the farm-house and cottage they learned the meaning of skilled craftsmanship and everyone lived in an age of great drama and lyric poetry. Most important of all, sea-power under Elizabeth and later under Cromwell gave England its island security. Sea-power compelled our ancestors to set up schools of navigation and elementary engineering, but it was security which made possible free discussion, education and parliamentary institutions. There was little that was not discussed in Cromwell's army. The Puritans, owing to religious motive, continued the process of educational endowment, and the Protestant tradition gave a common outlook to sects, Presbyterians and Congregationalists, Baptists and Quakers, Unitarians and later the Methodists. With these innovators and reformers



UNIVERSITY COLLEGE SCHOOL, LONDON  
Lithograph by George Scharf, published 1833

the idea of universal education came alive. Comenius writing home in 1641 said "They are eagerly debating on the reform of schools in the whole Kingdom, namely that all young people should be instructed, none neglected."

During the Commonwealth and Protectorate some seventy neo-classical schools were founded and at least fifty Grammar Schools, while under the Restoration numerous dissenting Academies were formed. Here were studied not only theology, but law and medicine. American education owes much to this alternative tradition in English education; even in 1643 when Harvard was founded, there were over a hundred Oxford and Cambridge men in New England. The story of Warrington Academy is an interesting illustration of the alternative tradition. Its early days lasted from 1757 to 1786 and its appeal was to all 'friends of religion, liberty and learning;' Dr. Joseph Priestley lectured for seven years, civil history and science were both taught. The Academy continued at Manchester for fifteen years, at York for thirty years, back again to Manchester and thence to London in the days of Dr. Martineau and finally found its home at Oxford in 1889, as Manchester College, with Dr. Jacks as its most famous Principal.

Francis Bacon, author of the *New Atlantis* and the *Advancement of Learning*, by his gospel of enlightened empiricism and his scientific attitude affected many thinkers and educational movements. John Locke, Sir Christopher Wren, the poet Cowley, Steele and Addison, Isaac Newton and the Royal Society, the Royal Society of Arts and Crafts, Ephraim Chambers and his *Encyclopaedia*, James Watt and Josiah Wedgwood—these men and institutions were precursors of a more scientific attitude towards life and education, but



THE VILLAGE SCHOOL, c. 1840  
Engraving by H. Bourne after T. Webster

they were ahead of their time and they failed to generate a popular movement. It is very difficult to draw the picture of eighteenth century education. The Universities were lethargic in temper, antiquated in curriculum. Many parents preferred to send their sons abroad under the care of a tutor, to see the world, learn French, and take lessons, at suitable places, in history, fencing, dancing and the other social accomplishments. Eton, Harrow and Westminster attracted the sons of the aristocracy. The other old schools had for the most part a local clientèle and they shaded off into grammar schools, large and small, active or somnolent which provided for the lesser gentry, tradesmen and yeomen. The private school flourished : almost any competent teacher could fill his house. For the poorer class, there were charity schools and dames schools ; schools kept by the parish clerk or by the cobbler in the intervals of his business. But there was no system : no need for system was felt. And the new urban aggregations set growing by the development of industry were almost wholly unprovided for.

In 1816 Robert Owen, the pioneer of nursery schools, founded an infant school for children of the age of two. In some industrial districts where mothers went out to work 'minding schools' were also established. Under the Factory Act of 1802 the State required factories employing apprentices to give secular instruction in reading, writing and arithmetic for the first four years of apprenticeship, but this was little enforced. It was left to religious and voluntary societies to force the issue. The British and Foreign Schools Society was founded in 1808 by Joseph Lancaster who was the son of a humble dissenting family ; he opened the unsectarian "Royal Free School" in Southwark



DR. BIRKBECK  
Engraving by H. Lane after S. Lane

which was visited not only by Francis Place but by George III, who subscribed £100 annually and ordered the Princesses to give £25 each. By the middle of the century this society owned 850 schools. But this action roused Dr. Andrew Bell from retirement in a Swanage rectory and in 1811 he founded the National Society for the promotion of the education of the poor in the principle of the Established Church. By 1831 this body claimed to have 900,000 pupils and by 1860 no less than twenty-five Training Colleges. A similar story can be told of the Roman Catholics. After Emancipation in 1829, an immense building programme was started and by the end of the century a network of elementary schools and training colleges, especially in Liverpool and Lancashire embraced all Catholic children.

The nineteenth century saw the beginnings of a host of popular and scientific movements, which had educational significance—the Corresponding Society, the Co-operative movement, the Working Men's Association, closely linked with William Lovett, the Manchester Statistical Society of which Dr. Kay (afterwards Sir James Kay-Shuttleworth) was a prominent member,



DR. ARNOLD, HEADMASTER OF RUGBY SCHOOL  
Oil painting by Thomas Phillips, 1839

numerous Literary and Philosophical Societies, one of which in London was presided over by the poet Campbell. Cobden and W. E. Forster were active members of the Lancashire Public Schools Association; Jesse Collings and Joseph Chamberlain later founded in Birmingham the National Education League. Finally, in 1869, the Trades Union Congress adopted a strong line in favour of a national, unsectarian, compulsory system of education.

Throughout the nineteenth century a band of reformers affected every branch of education, but this was particularly evident among schools which catered for the social aspirations of the rising Victorian and middle classes. Dr. Butler rescued Shrewsbury from a prolonged decadence and a score of his pupils became headmasters of important schools; Dr. Thring revolutionized Uppingham and introduced the first gymnasium, but it was undoubtedly Dr. Arnold at Rugby who established the modern conception of the "Public School." Mill Hill was the first of a number of Non-conformist public schools. The expulsion of the religious orders from France at the time of the Revolution started a parallel movement among the Roman Catholics of the upper classes



and led to the creation of such famous schools as Stoncyhurst and Ampleforth, while Newman founded the Oratory School near Birmingham. These Public schools, expensive and exclusive as they were and still are, have had an influence in England out of all proportion to their numbers. They have been copied in the Dominions and the United States, because at their best they preserved the highest standards of Christian and classical learning, slowly allied to the newer studies, but primarily because they aimed to produce within their corporate life character and self-reliance. It was due to the labours of Frederick Denison Maurice, a Christian-Socialist, that Queen's College for women was established in Harley Street, where it still stands, though not unaffected by enemy action. Here Miss Frances Buss, who later founded a famous London girls' school and Miss Beale, founder of Cheltenham College, were educated. Both these ladies and Miss Emily Davies, pioneer of women's colleges at Oxford and Cambridge, were devout Victorian evangelists.

In 1823 Dr. Birkbeck, who had been Professor of Natural Philosophy in Glasgow, assisted by Francis Place and Lord Brougham, started the Mechanics Institutes, and by 1850 there were some 600 scattered over the urban areas of England with a total membership of over 600,000 persons of all ages. But there was not a sufficient basis of primary education for the Institutes to take root. They were later followed by the Polytechnic movement, which aimed to provide instruction, recreation and social intercourse for young men and women between the ages of seventeen and twenty-five. The now famous Regent Street Polytechnic arose from the philanthropy of Quintin Hogg, a city merchant who gave a reading lesson to two crossing-sweepers under the Adelphi Arches and later in 1864 founded a Ragged school. The People's Palace in East London, now Queen Mary's College and presided over by the grandson of F. D. Maurice, grew out of a suggestion in Sir Walter Besant's novel 'All Sorts and Conditions of Men.' But as if once again to show the continuing tradition of English institutions, these Polytechnics received much financial assistance from numerous City Companies, including the Drapers, the Goldsmiths and Clothworkers. Finally they were incorporated in the technical education system of the London County Council, due to the wise direction of Sidney Webb and other modern reformers.

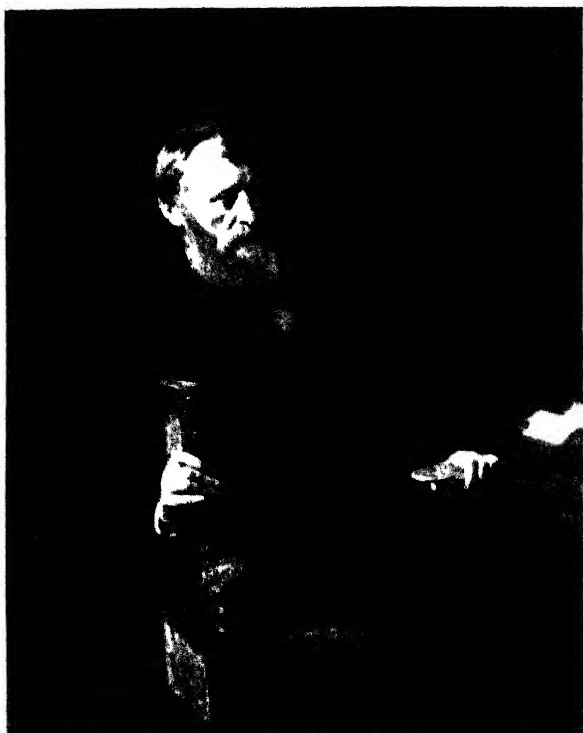
In 1826, University College, London, was founded as a non-sectarian college with its own secondary school, owing to the exclusion of Non-conformists from Oxford. Francis Place and Brougham once again gave their support. But in 1829 King's College was established to counteract the secular appeal and the Duke of Wellington took a prominent part in the controversy. It was only in later years that the two colleges combined to form London University. Apart from the Anglican foundation of Durham in 1832, the other universities in the nineteenth century owed their origin to single benefactors who founded colleges with the object of teaching scientific and industrial subjects to the population of a great industrial town. Such is the story of Owen's College, Manchester and Masons College, Birmingham, both secular and scientific

institutions, which later had distinguished histories as Universities. It is of interest to record that McGill University, Montreal, was the first non-denominational University in the British Empire. Another phase of the enlarged movement for higher education started in 1873 when University Extension Lectures were first provided for large popular audiences by Cambridge University. Thomas Huxley and Spencer were filled with the same spirit of Victorian evangelism as the other reformers, though their gospel was new in origin.

In every branch of educational endeavour from Robert Owen's nursery school to University Extension Lectures, the enthusiasm of pioneers, the spirit of enquiry, the munificence of benefactors was evident. The State trod slowly behind, confirming by Statute only when religious and voluntary effort had made the pace. In 1839 the Education Department was set up with Sir James Kay-Shuttleworth as the first permanent secretary and grants were first made to voluntary societies for their buildings. In 1870 after much opposition Mr. Forster's Education Act was passed and education was put on a national basis. The State stepped in to wipe out illiteracy and it is recorded that in the election of 1886, only about 38,000 votes were cast by illiterates.

The new Act created school boards (hence the name Board School) which were given powers to require the attendance of children between the ages of five and ten. But by this time the dual system was firmly established throughout the country, with provided schools where only undenominational religious teaching was permitted, and voluntary or non-provided schools, who received a largely increased grant from the Treasury. Thus there was perpetuated a controversy which has reigned ever since and helps to explain the bitter debates thirty years later over Mr. Balfour's compromise. To-day the same issues are reproduced over the building of Senior Schools, and over State assistance given to movements of youth. The controversy still adorns the correspondence column of *The Times*, and this summer the churches and some 220 members of Parliament have petitioned the Prime Minister on the subject of religious education. In a word, we are still asking the fundamental question, what should be the role of State and Church in relation to education?

From 1839 to 1899 numerous commissions and enquiries were held on the state of elementary and technical education, on 'public schools' and educational endowments. Not till 1888 were County Councils established and in the following year a special Act enabled them to levy a penny rate for technical education. In 1899 the Board of Education was established with Cabinet representation of its President. But with all this reformist spirit abroad nothing was done for state secondary education until 1902. The great Act of that year, for ever associated with the name of Sir Robert Morant, established the present administrative machine and laid down the partnership between State and Local Education authorities. Stage by stage since that date school-life has been lengthened, an education ladder has been built, and a school-medical service founded. Finally in 1918 Mr. Fisher, the most famous of



WILLIAM FORSTER 1818-1886  
Sponsored the Education Act of 1870  
Oil painting by H. T. Wells

all Presidents, set his hand to a series of important reforms and made education compulsory, without exemptions, up to the age of fourteen. Both Morant and Fisher were educated at Winchester College.

### MORE RECENT YEARS

ENGLISH education, as we have seen, owes much to private benefaction and religious endeavour. Nursery schools in the twentieth century, elementary schools in the nineteenth century, Grammar Schools and Public Schools over eight centuries, Universities as ancient as Oxford and Cambridge and as modern as Durham, all have this in common, private endowment and religious background. Anglicans and Dissenters, Catholics and Quakers, Kings and merchant princes, Guilds and City Companies have each contributed to the stream of foundations which characterise the strange variety of schools which can be seen throughout the land.

More recently, however, the State and Local Authorities have had to bear the main burden and responsibility of fashioning a national system. The Board of Education presides over some 320 Local Authorities, large and small, and is being forced to bring some order and synthesis into the whole system, without sacrificing local initiative.

To-day Infant and Junior schools accommodate children between the ages of five and eleven, while a new and interesting course is provided for them after the age of eleven in Senior Schools. Before the war a rapid increase in these schools was proceeding, pending the raising of the school leaving age to fifteen. The English landscape in both town and country and on new housing estates was being visibly changed by the growth of modern buildings.

Similarly, the growth in secondary education has been considerable during the last thirty years. In 1904 there were 86,000 pupils, to-day there are nearly half a million; in 1902 only 33,000 girls attended secondary schools, to-day there are nearly quarter of a million. They are both more numerous and more accessible than in modern Germany. The growth of Senior and Secondary schools, Trade and Junior Technical schools has now made the case for a clearer codification of all post-primary schooling. In addition, one local authority, Rugby, and a score of progressive firms, have maintained continuation schools for children between the ages of fourteen and sixteen.

Perhaps the greatest progress of recent years has taken place in the education of girls, though scant justice can be done to it by so brief a reference. Nowhere has the 'silent social revolution' had more visible results, for it is no accident that the women of to-day figure prominently in civic life, in literature, drama and the arts. All this is due to a band of devoted women in schools and Universities who fought against the slavish imitation of the boys' school and its specially emphasized curriculum. While teaching arrangements for children under eleven and at the Universities are mainly co-educational, provision in the middle range of schools and ages is more often separate, but many co-educational secondary schools exist. The girls' High School and Secondary School, however, have reached a high standard and are centres of a more varied and balanced education than I have seen in any other country. Special problems concerned with teachers, curricula and after-careers await fresh examination. But as with boys the root problem concerns the vast majority for whom all organized education ceases at the age of fourteen. The life of the factory worker, shop-assistant and typist demands peculiar compensations in the form of continued education. To meet this situation many voluntary societies exist, like the Girls' Clubs and the Y.W.C.A. Since the war there has been a considerable expansion of experiments among these bodies and often in mixed youth centres. For many years women have been pioneers in physical education, but in the modern club craft-work, drama and music play an increasing part. The influence of women on English education from the nursery school to the University is still an unwritten essay, but it has been as beneficial as it is widespread.

Teachers numbering scores of thousands are highly organized into Unions and Associations, with strong professional pride and too little unity. They are trained in a hundred different Training Colleges and Universities, some under the State and some under the Church. Teachers are inevitable targets for criticism; some say that they are too much creatures of routine, others that they are too prone to hold progressive views. Both criticisms miss the point. The process of recruiting and training 200,000 teachers is no easy task, but forty years of solid teaching without a break is also a severe test of enthusiasm. A fresh approach to such questions is more valuable than easy criticism of a noble profession. The fact remains that they attend refresher courses in every conceivable subject in order to keep pace with the advance of scholarship and teaching methods. Partly to meet the demand for teachers, Universities have also increased, and between 1900 and 1926 Birmingham, Manchester, Leeds, Liverpool, Sheffield, Bristol and Reading received their charters and the late Lord Haldane played a notable part in helping to mould their growth. Oxford and Cambridge, revived by the nineteenth century, provided them with distinguished Vice-Chancellors, including Mr. Fisher himself, Sir Henry Hadow, Sir Michael Sadler and Sir Walter Moberly, now chairman of the University Grants Committee.

Adult education too has grown apace. Nearly 40 years ago Albert Mansbridge knocked at the gates of Oxford University, and the Workers Educational Association was founded; to-day there are over 700 three-year tutorial classes and thousands of shorter courses. Dr. Tawney, a devoted tutor who took the first class in the Potteries is now the President of the Association and the Archbishop of York is a proud patron. Both of these distinguished scholars grew up at 'Public Schools' and were Fellows of Oxford Colleges. From the inception of the movement a distinctive feature of the organization has been the close relation between University, Trades Union and the State. Many local and national figures in the Labour movement are wiser men because of their attendance at W.E.A. classes or at Ruskin College, Oxford, a residential college for adult education, which is supported by Trade Unions and the Co-operative Society. Coleg Harlech in Wales, founded by Dr. Thomas Jones (now Secretary of the Pilgrim Trust) and Newbattle Abbey in Scotland, which owes its foundation to the late Lord Lothian, are the newest residential colleges. But there are a score of other agencies through which adult classes are organized such as the Women's Institutes, the Y.M.C.A., Educational Settlements and the British Drama League.

A new approach to adult education has been stimulated by the present war and been made possible by the intervention of the Pilgrim Trust in conjunction with the Board of Education. The dislocation of war has thrown many musicians, actors and artists out of employment; at the same time the public demand and thirst for good music, plays and pictures has been difficult to satisfy. The obvious step was to marry supply and demand; accordingly a small and distinguished committee was set up with the typically unwieldy title, Council

for the Encouragement of Music and the Arts, now popularly known as C.E.M.A. It has three main objects, the provision of concerts, the encouragement of drama, and the circulation of picture-exhibitions. Its secretary and office are now firmly established within the Board of Education. If the State teaches young citizens that music, drama and painting are admirable things, it is quite illogical to leave them in a world from which these things have been allowed to disappear. Already Shakespeare, Sheridan and Shaw have been brought to the Welsh valleys, the industrial towns of Lancashire and the London parks by professional companies ; repertory teams have been assisted ; people's concert's have been given in factories and churches, in town halls and air-raid shelters ; exhibitions of pictures have been shown in places where few were known before. To restore Everyman's music was the particular policy of Sir Walford Davies ; to restore Everyman's art, in drama, painting and design, as well as in music, is the appointed and exciting purpose of C.E.M.A. This educational development is in the English tradition and may lead to a more active participation by the State in a new branch of adult education. Hitherto the State could only assist students and tutors who belonged to an individual class or course ; it has now embarked on a more adventurous career, by direct assistance to the arts and to the cultural life of the country.

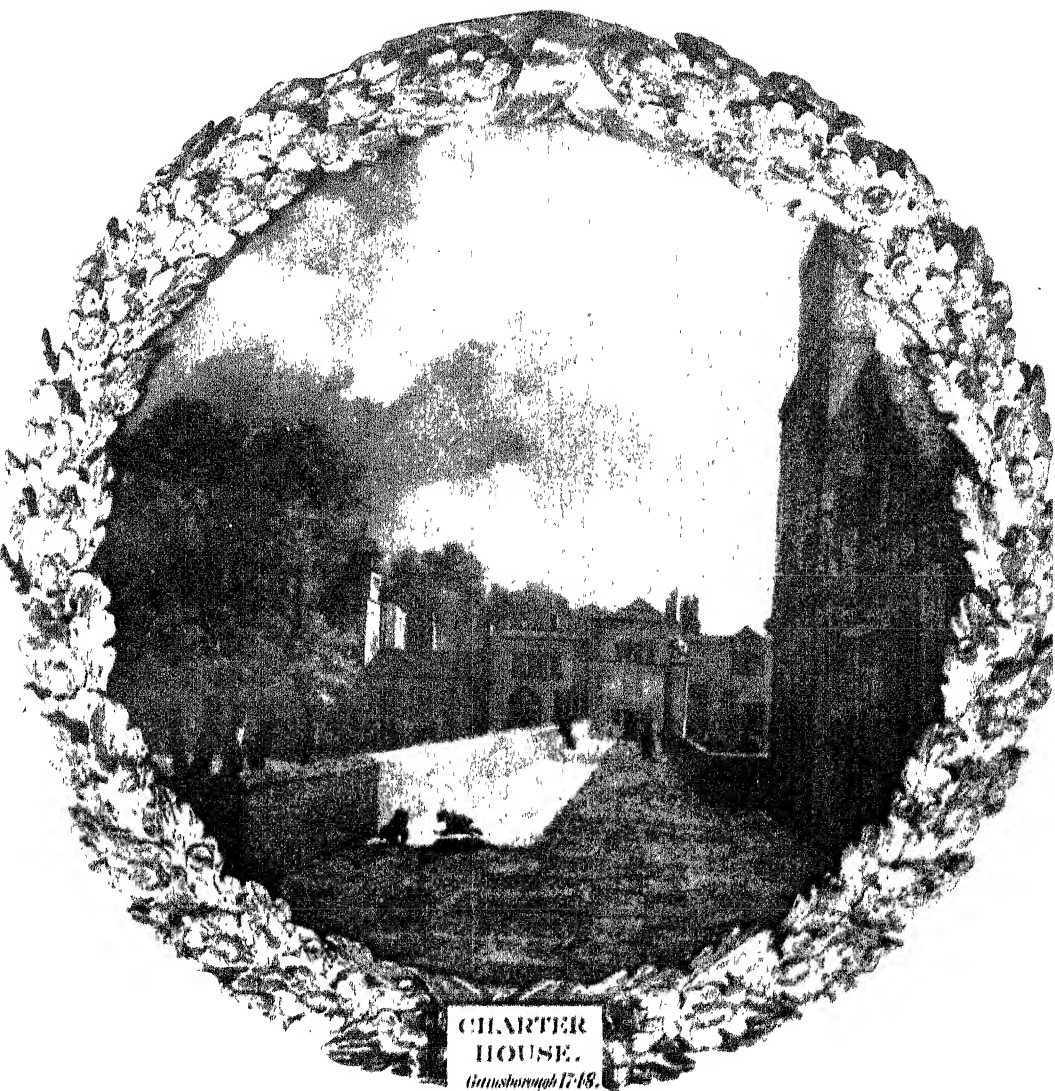
The last war gave an active stimulus to adult education through schemes approved by the Army Council. In 1919 over a million soldiers were attending lectures, classes and concerts. To-day an even greater movement is taking shape, organised by the joint efforts of voluntary societies and universities working in close concert with the Army Commands. Only recently a new organisation known as the Army Bureau of Current Affairs has been started and in the official outline occur these words, " Ideally he should match up to Cromwell's famous definition of the citizen-soldier as one who must know what he fights for and love what he knows ! It is the Army's business then, to see that the soldier is kept abreast of Current Affairs so that he may know the purpose behind his duty."

Side by side with these increased demands and a widespread provision to meet them, there has grown up a far deeper knowledge of the method and subject matter of education, from the nursery to adult years. We know that children are gloriously different, that the early years matter most, that constant attention must be paid to the necessities of food, fresh air and sleep, that examinations can be made flexible tests of capacity and promise, that a more enlightened division of studies is possible when better methods of classifying children are used and finally that the more academic approach does not suit the majority of young people. Even during the dislocation of war wherever proper arrangements have been made for their evacuation, children are growing stronger and learning more quickly. Some few and fortunate are living in camp-schools where they are pioneers of a more balanced way of living : others have undergone happy and healthy experience in surroundings more congenial than their home towns, and some have for the first time, received individual

attention. Even though there are darker spots where the migrations have created difficult problems, these positive facts remain and nothing can disprove the new bloom on the children's faces and the awakened curiosity of their minds. It would seem sometimes as if they had just come into their inheritance. The social scientist never had such a living laboratory before his eyes. The best must be sorted from all this dislocation and made part of the new fabric.

Everyone can read and write, but never before have we been compelled to envisage the problem of educating a whole society and yet a social democracy can mean nothing less. Even with the lengthening of school life, new buildings, care-committees and play-centres, the rise of school broadcasting, (a potent educative agency) the use of visual aids, particularly the educational film, even with the growth of youth and adult education, thoughtful people are anxious. For this very reason the modern task of attempting to educate a whole society is assisted by reference to the past. Periods of educational advance have always been characterized by ferment of thought and evangelical fervour ; this applies as much to Joseph Priestley and T.H. Huxley, as to Arnold and Mansbridge. Pursuit of knowledge has gone hand in hand with the desire to share it. The lean and shallow years occurred when the springs of knowledge tended to dry up and the divorce widened between cultural and vocational education. The security associated with an unchallenged British Navy is now threatened, rights and duties will need a fresh interpretation and this in turn will mean a revaluing of the purpose and philosophy of education and consequent changes in the whole administrative machine. In adult years it may imply a closer correspondence between education and citizenship. Again it seems to many people anomalous to speak of a fight for Christian civilization, unless this is interpreted in educational policy. There is evidence that Christianity according to an agreed syllabus could be taught as an integral part of the curriculum of every school receiving State assistance, provided that the case for it can be made free of social suspicion.

But leadership in a democracy must come from Universities, schools and the people themselves : students are now demanding a new synthesis of culture in the Universities, teachers are asking for less reliance on examinations and more on practical and creative studies, the people themselves in the fires of war are re-discovering the parish and the community as places where living people serve each other. Each in his own way is groping towards an ancient ideal where schools and system alike are dedicated to the glory of God and the relief of man's estate.



CHARTERHOUSE.

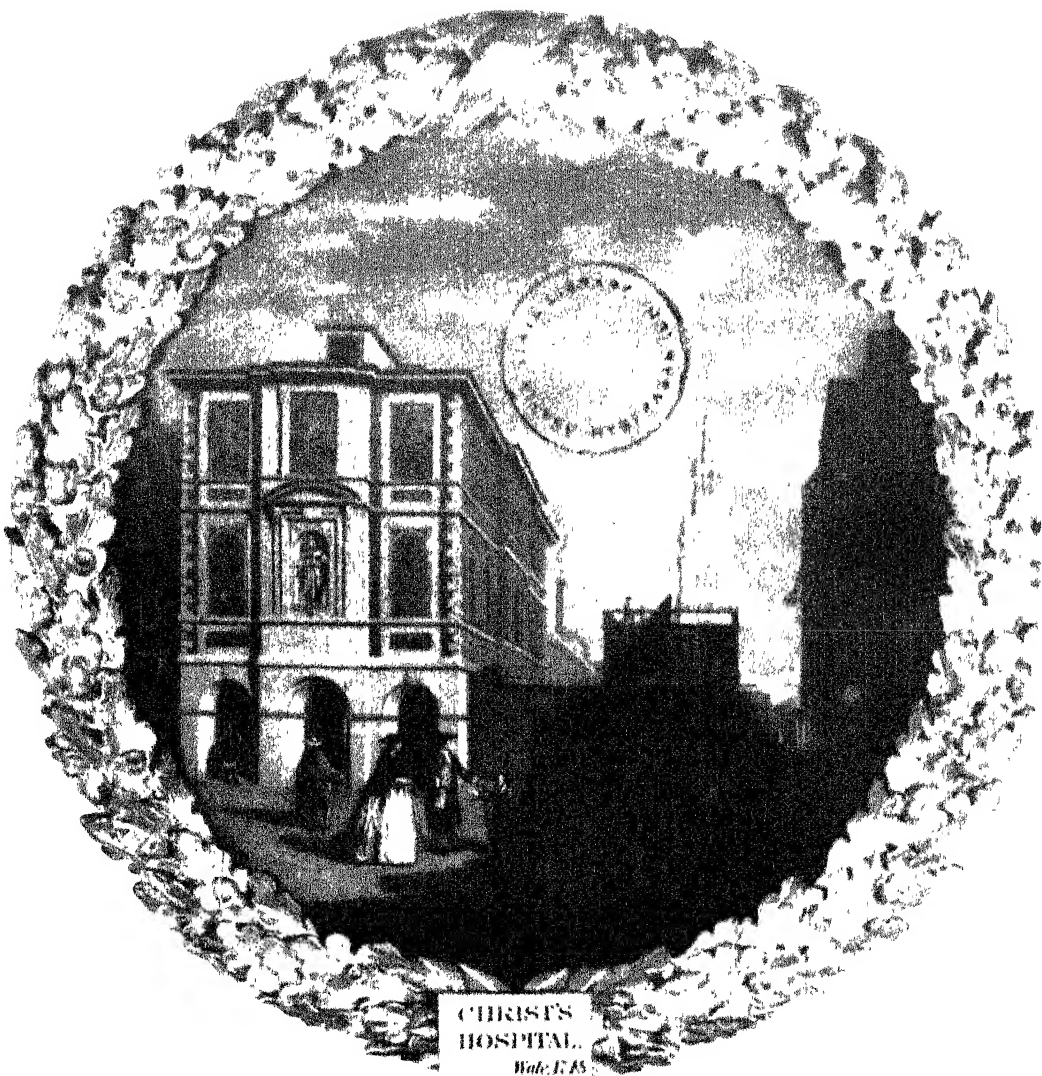
*Gainsborough 1748.*

CHARTERHOUSE C.1746

Oil painting by Thomas Gainsborough

*By courtesy of the Governors of the Foundling Hospital*





CHRIST'S HOSPITAL c.1746

Oil painting by Samuel Wale

*By courtesy of the Governors of the Foundling Hospital*

## FREEDOM IN EDUCATION

WITHOUT some preliminary explanation of these historic currents, it is difficult to understand the present system, which has been described as a chaos, but a chaos out of which order is constantly emerging. In an earlier volume of this series Mr. G. M. Young described the Board of Education in similar language 'as a model of organic evolution from almost invisible beginnings, through a youth tormented by the strain of sectarian animosity into a mellow and untroubled middle life.' The Board has existed for forty years, but it maintains no schools, except by an accident of history the Royal College of Art, South Kensington—and this has its own governing council. It neither prescribes nor publishes text-books, nor does it employ or pay teachers. It does, however, pay about half the cost of education and shares with local authorities the responsibility for all new buildings and in general for the shape and progress of policy.

How then does it exert its influence? The answer is, mainly by suggestion. For many years the Board has issued a monumental work entitled 'Suggestions for Teachers,' revising it from time to time. In the original prefatory memorandum these words occur:—'uniformity in details of practice (except in the routine of school management) is not desirable, even if it were attainable.' Yet this volume indirectly affects the whole school curriculum. Similarly a booklet called 'Suggestions for the Planning and Building of Public Elementary Schools' has materially affected school construction. Again each year a series of informative pamphlets are issued on different aspects of education, such as new experiments at home and overseas or teaching method. But most important of all, the Board employs a band of inspectors whose names are little known to the general public, though the title H.M.I. (His Majesty's Inspector, for they are appointed by the Crown) is more familiar. They move quietly among the schools befriending teachers and keeping an eye on standards, buildings, new methods and text-books. It is on the basis of their reports that the Board takes suitable action and issues its pamphlets. Finally the Board is fortunate in having one unique piece of government machinery, the Consultative Committee. This is a long-time thinking and planning body, representative of a wide variety of educational interests; it has produced, for example, the Hadow and Spens Reports, which have already had a profound influence on educational thought and organization.

But the local authorities are free within wide limits to plan their own educational arrangements. What are the statutory requirements? I can find little more than this: 'it is the duty of the parent of every child between the ages of five and fourteen to cause the child to receive elementary instruction in reading, writing and arithmetic.' The law operates not on the school but on the parent and does not directly order school attendance. Behind the limitation of this requirement there is no doubt some tenderness for the private school as a possible form of property and a very real regard for the margin of free choice for

the citizen which is so marked in English legislation. But of course the Local Authority has the duty also to make bye-laws enforcing school attendance.

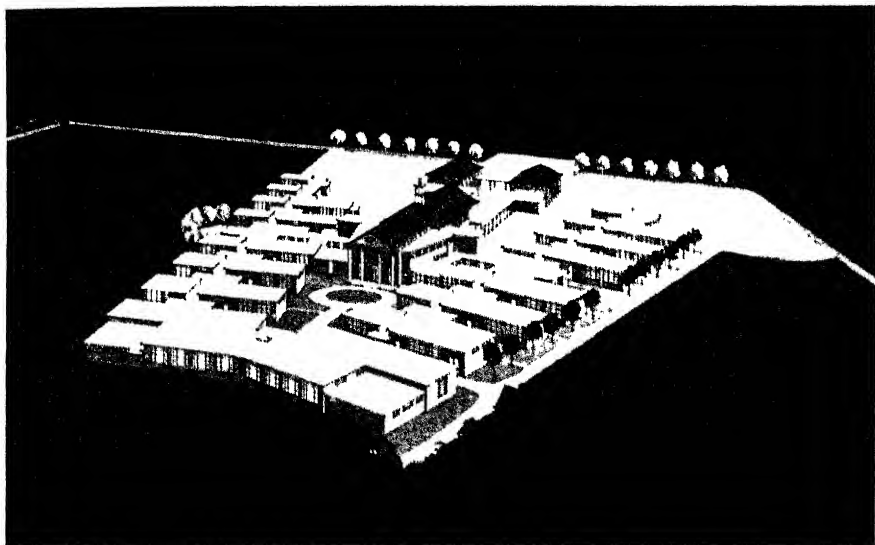
What more? Secondary schools ordinarily demand that instruction shall be given in certain subjects, namely, the English language and literature, at least one foreign language, geography, history and mathematics, science, drawing, singing, musical instruction in the case of boys, and domestic science in the case of girls, physical exercises and organised games.

As to 'further education' almost any subject can be studied on almost any night of the week by persons of all ages, between fourteen and eighty. The authority has only to satisfy the Board that the courses are organized 'with due regard to the circumstances and needs of the locality.' What could be fairer than that? Again medical inspection is compulsory on local authorities, but there is no compulsion on a parent to submit his child to it.

Head teachers are free to frame their own curriculum and a wise head leaves his staff free to compose their own syllabuses within a general framework. Schools are free to choose their own text-books from a list supplied by the local authority. Teachers are not required to be of any religious denomination and they have a complete right to their own views on all subjects and on politics. This does not mean that they are free to air these views in the schools, but there are no ordinances on the matter. The ultimate sanction is public opinion, as it should be in a freedom-loving democracy. Children must obviously be protected from the unfair advantage which an older person necessarily has in daily contact with young persons. The fact that teachers accept the implications of their freedom is the justification of the system. No doubt the weakest teachers would do better if their schemes were ordained from outside the school, but the vast majority profit by having to exercise their minds on the task; they thus develop a sense of responsibility which is lacking in some countries where tight, centralised control exists. Never was there made a more searching test of this flexible system than during these last two years. There is, however, one limiting factor to this freedom, which exercises considerable control and sometimes tyranny over pupil and teacher alike, namely examinations. All recent researches of psychology compel us to think more of the individual child, and his or her peculiar development, interests and abilities. It becomes more and more difficult to reconcile a rigid and centralised scheme of examinations with this more imaginative approach to the child.

It will be seen from this brief description that everything depends on the inter-action of inspectors, teachers and local administrators, and like the British constitution the education system has grown out of a series of practical compromises.

The latest and newest development of the Board is the National Youth Committee, but here again all the old battles of freedom, voluntary organisation and religion are being refought, though with paper swords. The Junior Minister has by virtue of his office been created chairman of the committee. Special



BINGLEY SENIOR SCHOOL AND TECHNICAL COLLEGE, YORKSHIRE  
Designed by William G. Newton, drawing by Marjorie V. Duffell

attention has been directed to this question because of the dangerous models in Germany and Italy. But experience is showing once again that the Board is best advised to give general guidance on principles and make practical suggestions on detail. This method has secured a rich field of experiments within eighteen months and, more important, it has evoked a new responsibility for youth among authorities, voluntary bodies and churches.

Freedom and experiment are the life and breath of education from the nursery school to the university.

### A LOCAL AUTHORITY AT WORK

ENOUGH has been said to show that freedom is the key to an understanding of English education and though less worthy motives, such as class prejudice and false economy have obviously played their part, there is a deep-rooted resistance to any form of regimentation or central control.

Schools are actually administered by some three hundred and twenty Local Education Authorities, Counties and Boroughs of all sizes and shapes, as large in population as London with half a million children and as small as Rutland or Bexhill with only a few thousand. It is possible to recognise common features, but easier to describe the differences. Each Authority has to face a different problem, according to the number of Church schools existing within its boundaries, local foundations and customs, the nature of local com-

mittees and their political bias, and also according to the professional competence of the chief official usually called Director of Education. Be it noted that he is the paid servant of a locally rate-elected committee. All this local responsibility presumes that there are a number of men and women who can give time and effort to the onerous but necessary voluntary work. As the number and types of schools becomes more complicated, so the sub-committees begin to expand until there is one for buildings, one for staffing, one for youth, one 'Higher' education, and so forth. In recent years there has been some difficulty in finding men and women adequately to fill these posts, but with all the difficulties there is permanent value in associating local interest with the local schools. Perhaps new and more interesting methods will be found after the war for enlarging this association. The growth of parent-teacher bodies, open-days for exhibition of school-work and civic education weeks, all contribute to a deeper understanding by the parent and the local rate-payers.

Each Authority then has its nexus of schools and classes, some wholly under its thumb and some receiving assistance and indirect control. Take a reasonably large authority and let us look at the ramifications of its influence from the nursery school to the university.

In our imaginary area, there are two voluntary nursery schools for children between the ages of two and five. These schools, which incidentally are the brightest spots in the whole structure, have so impressed the Local Authority that they have themselves built a third school and for economy's sake attached rooms for nursery classes to all their new buildings. Thus this particular area owns one nursery school, assists two others and runs a number of nursery classes. Some five per cent attend school below the age at which compulsion starts.

Between the ages of five and fourteen, as stated above, education is compulsory, but in our same area although ninety per cent attend the elementary schools, some of these schools will have a Church origin and others not. No two areas are alike. The other ten per cent will be found at private schools of all descriptions and a few at the age of about nine will be in the preparatory department of a local Grammar School.

It is now customary for an examination to take place at about the age of eleven or twelve, as a result of which there is set in motion a sifting or selective process. The boys and girls, who reveal a higher intelligence quotient or in simpler language show capacity or promise, as revealed by an ingenious set of aptitude tests, are then given the chance to break off into Secondary Schools or to schools with a more vocational bias, commercial or technical. This choice is of course subject to the parents' wishes, who may prefer the child to leave school at fourteen. But for the war, the school leaving age would be now fifteen, and as the nation is converted to this reform, it would be more convenient to assume it in this description. The combined result of the Hadow and Spens Reports is to advocate a break in education at about the age of eleven and there-



A COOKERY LESSON  
Stalham Senior School, Norfolk

after a variety of four year courses for all children. No one area has completely worked out this idea, but the main lines of progress are clear. It is true that children between eleven and fifteen to-day can be seen in a variety of schools, Senior Schools, Junior Technical and Junior Commercial, Trade Schools and every type of Secondary School, though the age of entrance may differ. They may be preparing for a trade or a profession, for apprenticeship or for a form of higher education. All Senior Schools usually have a woodwork and metal room, a science room, and a four years' course for girls in domestic science, with the necessary space and apparatus. In the countryside there is always a school garden; in one County the Senior School has become part of a larger instrument of education, namely the Village College.

Senior Schools absorb all children over eleven who have not passed on to Secondary or other types of education, at least four-fifths of the total. They draw from what might be called a catchment area of population, in the towns three or four neighbouring schools, but in the country from perhaps nine or ten villages. Thus the Senior Schools, or as they are called in Cambridgeshire, Village Colleges, are tending to become centres of a popular culture. The practical rooms, the spacious school hall, in some cases the gymnasium or swimming bath will be in great demand by those who have left school. A Village College implies the addition of rooms for adults and a separate entrance. Here then meet the local choral, dramatic, debating societies, the farmers' club, the Workers' Education classes. The addition of a canteen and library converts the Senior Schools into the nucleus of a community centre. This

conception is not confined to the countryside and is being worked out in different patterns in new Housing Estates. In the rebuilding of England there will be many refinements and enlargements. It might for example be wise to include in all schemes, as is now done in a few, the school clinic and the juvenile employment bureau. Nor is there any reason why school gardens should not be attached to all schools, whether in town or country ; playing fields are everywhere essential.

Throughout this period, from five to fourteen or fifteen, there is now at work in each area a school medical service. Each child undergoes at least three medical examinations during the period of compulsory education. Doctors, dentists, nurses and specialists are employed by each authority. Standards of course, vary, but for thirty years doctors and teachers have been fighting social conditions. The results of sample surveys reveal that a number of children need free milk and free meals. Milk is now supplied cheaply to all school children who desire it and in country areas the mid-day meal is often taken at school. The war has stimulated the need and made known the advantages of communal feeding ; without doubt there will be a wide extension of school meals in the future.

All authorities to-day have a staff of teachers, specially trained in physical education. Rhythm and free movement, games, and dancing recur at each stage in a progressive form. Over the last thirty years a scientific and peculiarly British system has been evolved. Working closely with the medical service, physical education has become increasingly important, but only recently has its true significance been properly appreciated in secondary schools and universities and generally by those responsible for youth in industry and elsewhere. Once again the voluntary bodies and the missionary fervour of powerful personalities have paved the way for advance. The influence of Lord Baden-Powell, the Ling Association and the Women's Physical Training Colleges, is now beginning to bear fruit in every type of educational institution. Moreover, the high standards demanded by the Services, especially the Air Force are compelling a revision of outlook throughout the country. Once again the war has come to the rescue. At the moment one quarter of all boys between sixteen and eighteen years of age are enlisted in the Air Training Corps, and physical education is an essential part of their training. This figure alone will point the argument.

But we must return to our imaginary local authority. Having provided some nursery classes, a due proportion of Infant and Junior Schools for those between five and eleven, and Senior Schools for those between eleven and fifteen, having attended to physical development, which includes food, medical and specialist care and every variety of games and exercises, it has only begun to discharge its responsibility. It also administers secondary and technical schools, youth centres and evening classes and has connections with university and adult education. Most of this work falls on the Higher Education Committee. Let us consider each briefly and in turn.

The local authority may easily find itself subsidising two ancient Grammar Schools founded in the days of the Tudors, assisting a Catholic Convent, and administering directly half a dozen newly built schools, two of which are co-educational. Within the same area, though outside any public control, there may be a famous old school, with a national reputation and recruitment but a strong local influence like Rugby; and another which receives direct assistance from the Board of Education like Bradford Grammar School. Such a variety is by no means uncommon. But each of these schools has a personality and some a long history and in the changing world they must each find their new level. The parent in selecting a secondary school is naturally influenced by costs and finance. In future this will be the dominating influence. Inevitably financial considerations will throw more and more of them into the arms of the Local Authority.

What then is the object of these Secondary Schools? Superficially to enable a larger number of boys and girls to pass the School Certificate, which is after all nothing more than a standard test and passport to another range of achievement or scholarship. Just as only some ten per cent pass into the Secondary School, only about ten per cent continue after the age of sixteen and prepare for the professions, with or without a University career. The essence of a genuine secondary school is its sixth form; it is here that scholarship standards, individual study and seminar discussions can take root. The relative advantages of a boarding-school are still hotly contested; it is said that independence and self-reliance have a more fertile soil for growth when the child is away from home, but there is another side to this picture. The daily contact with realities and the affection of a family are themselves unconscious educational influences of immense importance. It will be found that parents take quite different views even about two sons in one family.

Secondary schools, like the Senior Schools already described, include much else besides formal learning. The appeal of games especially in England is too obvious to enlarge on, and many schools now have their Scout Troop and Cadet Corps. But there is also a range of informal activities or hobbies which often enthrall boys and girls of this age. Some have a mania for collecting rare objects, others for natural history and wild life, others again for mechanics or one of the arts. Within the corporate life of a secondary school there is room for clubs and societies which give scope to enthusiasms, which encourage adventure, service and leadership. Every secondary school in England can show a rich combination of such societies. Those to whom scholarship makes an appeal begin to specialise in the humanities, the sciences, mathematics or foreign languages. A sixth form which includes some of each type begins to exhibit the beginnings of culture and intellectual standards. This has been a priceless experience for countless English boys and from their ranks the Universities have recruited the cream of scholarship and distinction. It is for this reason that a Local Authority sees fit to supplement the scholarships provided by ancient and modern foundations: it is also for this and other

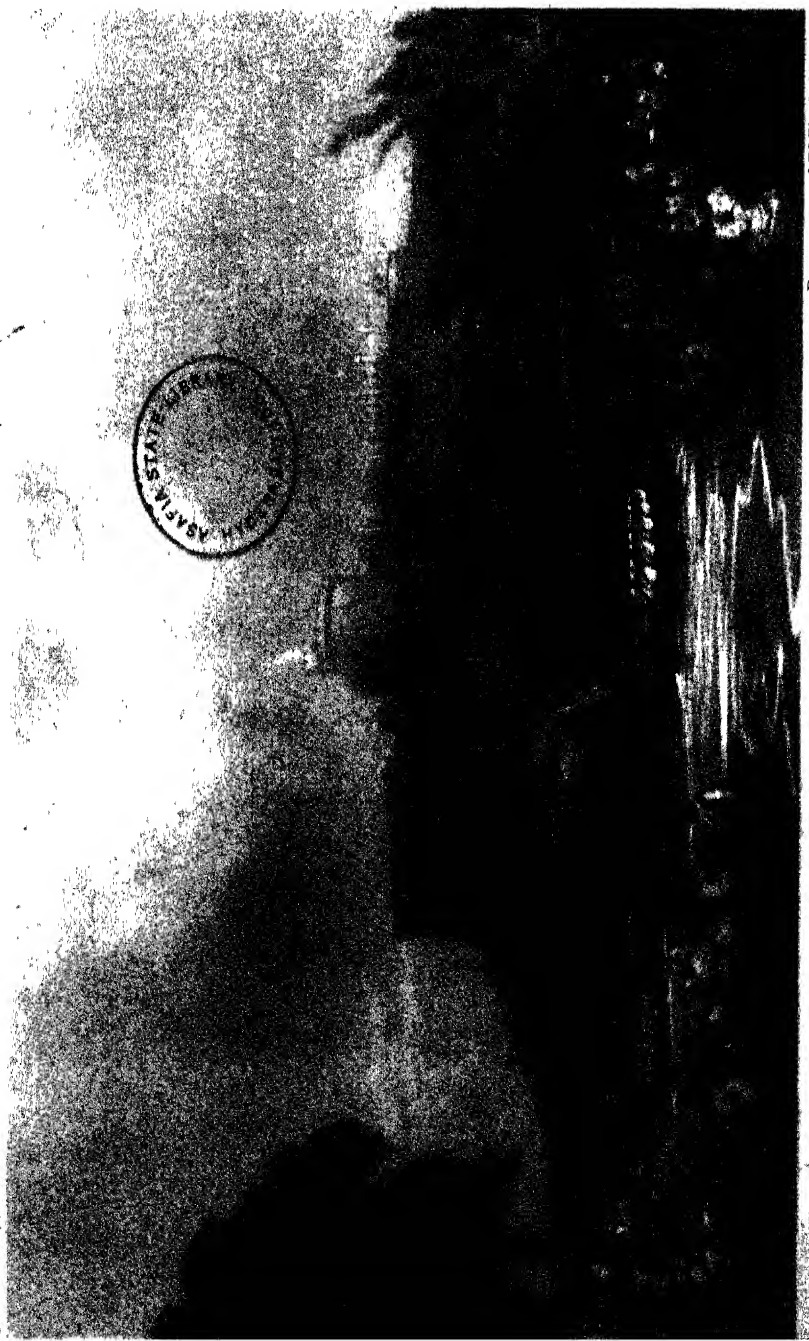


reasons that Local Authorities now make some financial contribution to their regional University.

In the process of travelling the road from primary school to University—and only about five children in a thousand succeed—some halt at fourteen, some at fifteen, some at sixteen and some at seventeen. What happens to this large majority? The short answer is they earn their living by one of the 16,000 methods which are open to them. In the poorer districts it is truer to say that the job chooses the boy or girl. But in addition to earning there is a vast scheme of part-time, mostly evening, learning. An elaborate system of technical and commercial institutes prepare these wage-earners for higher and progressive work in their own trades and industries, while a number of voluntary societies cater for their recreational interests. It therefore falls to the Local Authority to make suitable provision for a wide range of Technical, Commercial and Art Schools, often using day-school premises at night. Through the Youth Committee it works side by side with voluntary societies for the physical and recreational needs of young people. It is empowered to provide camp-sites, community centres and playing fields and also to throw open school amenities for those who have left school. A significant movement in this direction is now in action.

In the realm of Technical education a Local Authority like Stoke, Sheffield or Manchester is directly interested in local industries. In addition to providing a general range of technical classes, it will provide specific training and research at local Universities or Colleges for the pottery, steel or cotton industries. The teaching staff, in evening work and part-time classes, is usually a combination of professional teachers and craftsmen. A small minority of firms and public bodies have their own continuation schools and in some cases Local Authorities assist in the work. The principle of continuation schools or part-time education has long been conceded, but the economic consequences have never been squarely faced by the State. It is now clear that, if they are ever to be effective, the Board of Education must enforce them everywhere at the same time. In the meantime the great army of evening school students numbers well over a million, nor is the object of their studies merely vocational. London and larger areas can show purely literary institutes, as well as men's and women's institutes which are centres for organised hobbies and social life.

This picture of the activities of a Local Authority is by no means complete : no mention has been made of schools for the mentally and physically defective, of open-air schools for the sick, nor has reference been made to the provision of libraries, museums and galleries which directly interest other sides and committees of a Local Authority. Lancashire and Yorkshire are differently organized and each has its own characteristic approach. Devonshire and Leicestershire have each built a score of modern Senior Schools and filled them with fascinating activities. Sheffield calls all its secondary schools Grammar Schools, East Suffolk has been a pioneer in Youth Service, Derbyshire in School architecture, Cambridgeshire in Village Colleges.



*By courtesy of Philip Sabin, Esq.*

THE CELEBRATION OF THE FOURTH OF JUNE AT ETON, 1837

A quatint engraved by C. G. Lewis after W. Evans



RUGBY SCHOOL IN 1851  
Water colour by C. Pyne

By courtesy of Walker's Galleries, London

Local Education Authorities in fifty years have transformed the legacy of the nineteenth century. The supreme need of the moment is to level up their standards of performance and possibly reduce their numbers. The resistance to centralised control is as strong to-day as ever, but if Authorities are to retain local support and enthusiasm and also to act with efficiency, their areas must be revised and their obligations increased, so that every child between the age of two and sixteen, and every aspect of child life, including entrance to employment and so-called juvenile delinquency, is part of their appointed responsibility. It may be necessary to place technical, adult and University education on the level of regional and national administration; indeed there are movements at present in that direction. But there is no office with more responsible and creative functions attaching to it than that of Director of Education. Its dignity and opportunities must be jealously safeguarded.

## THE EARLY YEARS

IF Robert Owen was the pioneer of nursery schools, the names of Rachel and Margaret McMillan will always be honoured as the first modern practitioners. Education is compulsory from the age of five, but when war broke out there were 9,000 little children between the ages of two and five happily growing up, playing and learning formative habits in over a hundred nursery schools, half of them the work of devoted voluntary effort and half provided by local authorities, who for twenty years have had full authority to provide them. In addition there are about 170,000 young children in nursery classes, which are attached to infant or junior schools.

The main features of this early education are the open-air class rooms, the careful feeding which includes a well-balanced mid-day meal, the free movement, the talking and singing, the gaily coloured furniture, pictures and playthings, and the afternoon sleep under the watchful eye of a fully-trained nursery school teacher. Though most of these schools take care of the poorer child, it should be made clear that this is basic and genuine education and an integral part of a carefully devised system. Even in the infant state, between the years five to seven, no regular lessons occur. The children express themselves through speech, games, drawing, handwork and dramatic performances. At Bradford the nursery stage runs on to the age of seven.

Once again the War has given impetus to an educational movement. Where mothers have been taken into factory work or where the pressure of little children in foster homes is too great, the provision of more nursery centres has become an urgent necessity. Of course, a war-time nursery cannot be planned with all the care of a pre-war nursery school, but pre-fabricated buildings have been set up in some places and Civil Defence workers in their spare time are making the miniature furniture and educational toys to meet the emergency. American generosity and English organization were never put to

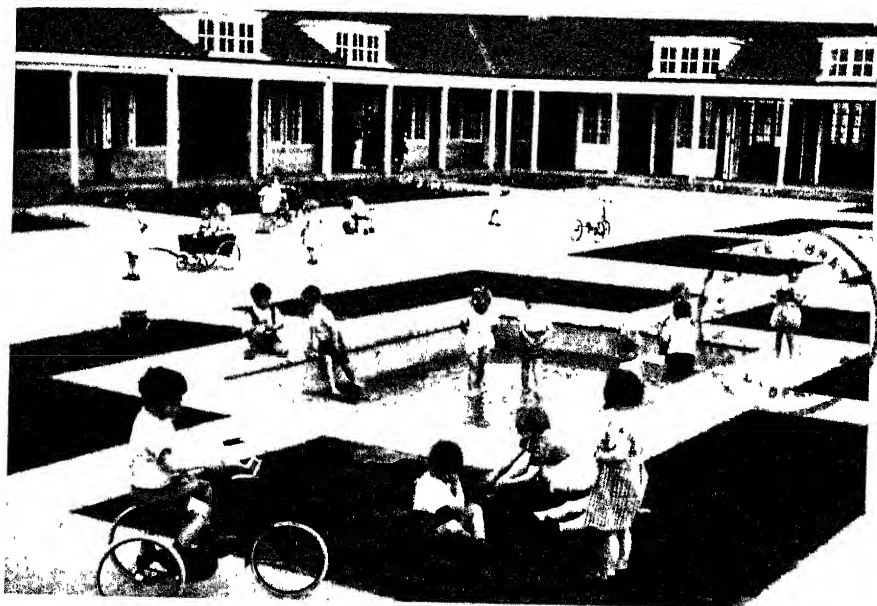


MARGARET McMILLAN, 1861-1930  
With her sister Rachel, founded the Nursery Schools

better use than in multiplying these centres of happiness and security. Rachel and Margaret McMillan started their open-air nursery school twenty-seven years ago in a poor industrial district of London and the idea has now received official acceptance. But few people realize even to-day the profound influence which a properly run nursery school can have on the mother and therefore on the home. In their daily visits to the school many mothers have learned to appreciate something of personal hygiene, of nutrition standards and the importance of suitable clothing and correct physical education. Habits of close co-operation between school and home are the best possible foundation for a broader understanding of the whole process of education.

## YOUTH

**E**VEN to-day when the State maintains or aids all forms of education, the Public Boarding Schools and their nurseries the Preparatory schools stand outside the main system in proud independence. And side by side with both State and private schools, there still flourish a number of voluntary societies such as Boy Scouts and Girl Guides, the Boys' and Girls' Clubs, the Boys' Brigade, Cadet Corps and Young Farmers' Clubs, as if finally to prove that schools as such can never comprehend the full meaning of education.



CHILDREN AT A NURSERY SCHOOL  
Margaret McMillan House, Wrotham, Kent

The preparatory schools which act as nurseries for the more privileged foundations are mainly private ventures run by Oxford and Cambridge graduates and are expensive. Situated for the most part in the countryside and on the sea-coast, they give a healthy start to those boys whose parents can afford them and to a minority, scholarships, for which there is keen competition. They are a nineteenth century growth and usually keep their pupils between the ages of nine and thirteen. The best of them invite inspection from the Board of Education.

The important group of Public Schools which resist central and local control also submit themselves to proper inspection. The more famous include ancient foundations like Eton and Winchester, Bryanston of recent origin, Bedales a pioneer in co-education, Beaumont and Downside distinguished Catholic seminaries, Bootham and Sidcot famous Quaker schools, Bishops Stortford and Leys which cater for the sons of Non-conformists. They are as old as Alfred and as new as Stowe. Hitherto the mainstay of these foundations have been the ruling and upper classes, old families, newly rich, comparatively poor parsons and the Services, Military, Colonial and Civil. Under Dr. Arnold they acquired their most marked characteristics, religious background, spirit of service and uniformity of manners. The system of prefects, the importance of the sixth form, the House system, private study, the school chapel, the confectioner's shop, the devotion to games (especially

team games), Speech Days, school societies, Old Boys Associations—all this medley of arrangements has given to these schools a distinctive purpose and tradition. It is easy to carp and easier to make fun of their shortcomings, but their influence has been profound; they form part of England and now they should form part of the national inheritance.

At the moment there is considerable controversy over the future of 'Public Schools' and consequently of the preparatory schools also. The average boarding fee is about £120, but it must be remembered that about two-thirds of those at recognised Public Schools are day-boys. Of the day schools, some like Westminster and St. Paul's receive no State aid; others like Manchester and Bradford Grammar Schools receive direct assistance from the Board of Education. Fees may vary from six to thirty pounds a year. Of those at secondary schools about half pay no fees and the remainder pay on a sliding scale according to the parents' income. Perhaps it is becoming clearer that though financial and class considerations have much to do with this somewhat sordid controversy, this is also an issue of freedom. But more and more the Secondary school acting within the local authority is achieving its own independence and freedom in both curriculum and organization. Each school tends to build its own tradition and take colour from its own locality. The English secondary school is still changing, it must adapt itself still further by diversified methods to the needs of adolescence and it must emancipate itself from older models now no longer relevant. Nevertheless it has been found possible to instil into the new much that was valuable in the old.

Some description has been given above of the Senior Schools through which four-fifths of the nation's children pass. Moreover a variety of other schools, with a particular bias towards trade, commerce, industry, art or agriculture find increasing acceptance among parents. Mention has also been made of the movement for compulsory continuation schools for all children up to eighteen. Evening classes are voluntary, much of the work is vocational, some is directly related to employment and nearly all is provided by the Local Authority. But in the world of modern industry and commerce, where repetitive processes and dull clerical work form so large a part of the day's routine, it is not easy to arrange a curriculum complementary to the nature of the actual work done. Inevitably in such a voluntary system there will be thousands who do not use the opportunities provided.

The war has stimulated a movement, no less educational because it is informal, known as the Service of Youth, and it is taking different forms in country and towns among the many local authorities. The essence of the organization lies in the marriage of voluntary and statutory effort. Just as in the early nineteenth century voluntary and religious societies paved the way for a national advance, so the various youth associations, but particularly the late Lord Baden-Powell's world-wide family, have laid the foundations for a more comprehensive system. At the moment a ferment of experiment is in process. Youth Service and Farm Squads, Army, Navy and Civil Defence



AN EAST SUFFOLK YOUTH SQUAD AT WORK  
Painting Kerbs at Stowmarket, Suffolk

Cadet Units and the Air Training Corps are competing with Youth Centres and evening classes and the older voluntary societies.

The impact of this movement on the curriculum and purpose of 'Public', Secondary and Senior schools has yet to be felt, but it is safe to say that its influence will be important. The idea of individual advancement may give place to a conception of service with higher and broader ideals of development. No one can quite foresee where all this will lead, because not only is the emphasis shifting from 'getting on' to living well, but also from the subject to the child. A strong re-action against examinations is in evidence, except to test general ability preceding entrance to a vocation. It is apparently true that another set of self-imposed tests can be supplied in the adolescent years quite apart from ordinary book-work and mental examination.

I quote a significant passage from the scheme of a Youth Committee in a large County Authority to indicate something of the modern approach to an old subject. "Any scheme, if it is to catch the imagination of young people



must satisfy, among other things, the following tests. It must offer a struggle against odds, by bringing its awards only just within the reach of those who have taken their training seriously over a sufficient period. It must give a sense of achievement, not only in one subject in which natural aptitude may obviate the need for training, but over a wide and balanced range which will enforce perseverance in subjects which are found difficult. At the same time it must offer elbow room for the diversity of local conditions and for the variety in human tastes and abilities. It must avoid make-believe by ensuring that what is achieved is of intrinsic importance and by demonstrating that the qualities furthered by the training lead up to the rendering of service in the adult community. It must release desires that are strong enough to counteract the desire to be left undisturbed, to have one's interests and recreations provided by other people—and in particular must release the desire for enterprise, the desire for skill, and the desire for doing things on one's own, which can remove the sense of unimportance in the scheme of things, that so often besets the young. Finally it must demonstrate that the results of this training are an assurance of positive well-being, which makes a human being different from what he would otherwise have been, and which provides the soil on which character and will can grow to meet the problems of real life."

In a word, he learns best who learns with an interest and a purpose ; who sees meaning and significance in what he learns. It would be in accordance with our educational history if, at this great crisis in thought and human activity, the Board of Education gathered together the best experience, past and present, and laid the foundations for a fresh stage in the development of adolescent education. That indeed would be statesmanship to match the magnitude of the challenge.

## EDUCATION AND INDUSTRY

ENGLAND has developed its own peculiar forms of technical, commercial and art education to meet immediate and local needs. It can show a wide variety of schools and classes, but until quite recent years it was difficult to discern any underlying principles. In 1895 the Bryce Commission produced his masterpiece of dexterous argument :—

" Technical instruction is secondary, that is, it comes after the education which has awakened the mind by teaching the child the rudiments or alphabet of knowledge. And secondary education is technical, that is, it teaches the boy so to apply the principles he is learning and so to learn the principles by applying them, as to perform or produce something, interpret a literature or a science, make a picture or a book, practise a plastic or a manual art, convince a jury or persuade a senate, translate or annotate an author, dye wool, weave cloth, design or construct a machine, navigate a ship or conduct an army."



AN ENGINEERING CLASS  
Sheffield Junior Technical School

This may be a profound description of secondary education, but it was meant to imply that the difference between technical and secondary education is one of emphasis rather than character.

It is, perhaps, this principle which explains the reluctance of English educationists to embark on early specialisation or to set up a series of Trade Schools, such as might be seen in France, Belgium, Holland, Germany or Czecho-Slovakia. The object of such Schools is to create a skilled rank and file for certain industries by reproducing the atmosphere of the workshop within the School and thus making apprenticeship a reality. In France the pupils "time and cost" each of their tasks and sell the finished articles to public institutions. Some comparable schools exist in London for cabinet-making, building crafts, silversmiths' work, photography and the needle trades; within a limited field they are highly successful.

More widespread and more in accordance with English tradition is the Junior Technical School, of which there are now some 230 spread over industrial areas, with about 30,000 students. They give a general education with a technical bias. A Board of Education report says of them:—

"The Junior Technical School is pervaded by an atmosphere readily perceived by the visitor but difficult to convey in words. The pupils attack

" their work with a seriousness and satisfaction not always found in Schools  
 " for pupils of their age. They concentrate because they are interested,  
 " they are interested because they have no difficulty in realising the direct  
 " bearing of their work on their future lives. They have the air of knowing  
 " exactly what they are doing, and why it is worth doing. From the purely  
 " educational point of view this is the most interesting and satisfactory feature  
 " of the work of these Schools. If a cultural education means an education  
 " which cultivates to the fullest extent the latent powers of the pupil, so as  
 " to fit him to take his place as a self-respecting citizen, in a community  
 " worthy of his membership, the unprejudiced visitor to the Junior Technical  
 " School will admit that it is giving a more truly cultural education than many  
 " institutions which make greater pretensions in this respect. By setting up  
 " high standards of skill and accuracy, the School imparts to its pupils a strong  
 " sense of individual responsibility ; by cultivating a pride in good crafts-  
 " manship it lays a sure foundation for self-respect and respect for fellow-  
 " workers ; by appealing to the deep desire of adolescence for a definite  
 " place in the world of adults, it is able to awaken intellectual interests which  
 " persist and grow long after school-days are over."

It must be remembered, however, that such Schools need a surrounding population of about 30,000, that local industries like engineering must be able to absorb the pupils, that the average numbers in each School are only about 150, and that, with small classes and expensive equipment, the average cost is high.

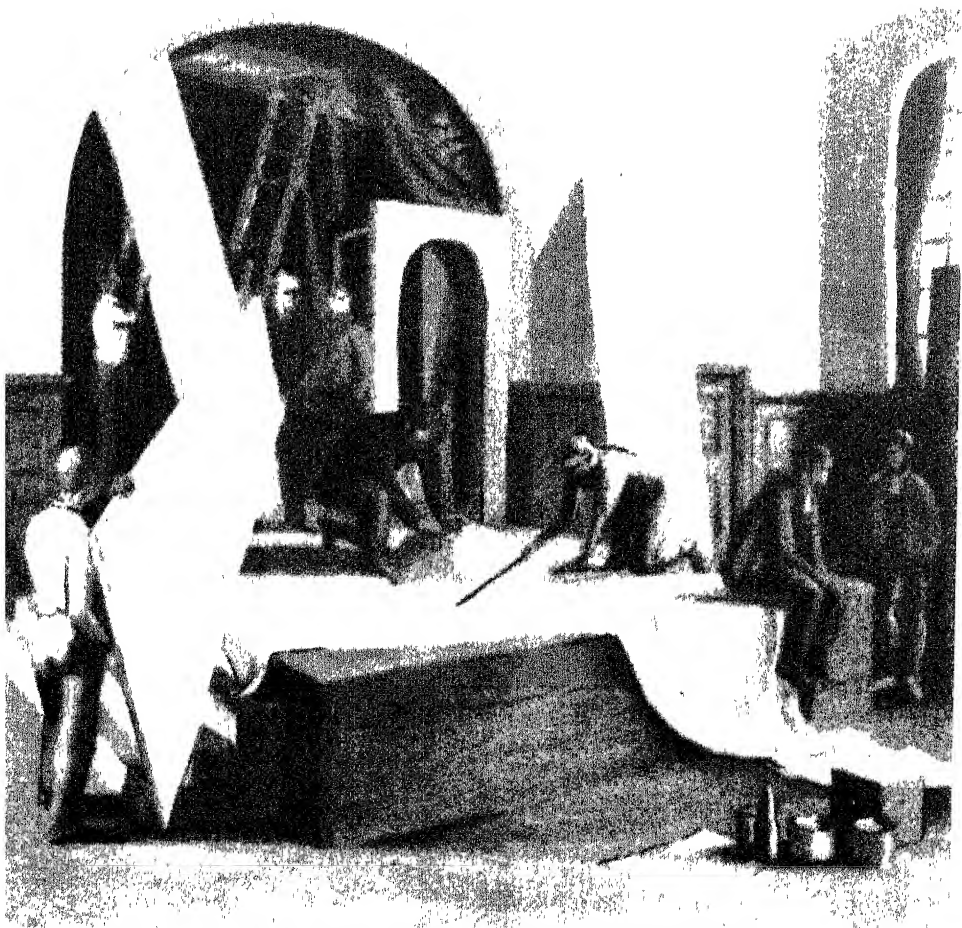
Another interesting relation with Industry and Commerce is by way of Joint Industrial Councils, Professional Institutions and Industrial Research Associations. In each case the function of encouraging technical education is only one among others. In the first group come such industries as flour-milling, hosiery manufacture and pottery ; in the second such bodies as the Institutes of Builders, Electrical and Mechanical Engineers, the Institute of Certificated Grocers, the professional bodies associated with banking, secretarial work, insurance, accountancy and transport ; in the third group are the cotton and wool industries and others which engage in co-operative scientific research.

It is with the second group, the professional institutions, that an important development has taken place in the last twenty years. The Board of Education, acting in co-operation with technical colleges and the professional bodies, awards 'National Certificates' to students who satisfy an agreed standard. Home-work, class-work, diligence, laboratory and other exercises are all taken into account. No mere passing of an examination is sufficient. The teacher at the Technical College has reasonable freedom, but the final award must satisfy both the Professional Institution and the Board. The operation of this unique scheme has had the effect of broadening the curriculum of many technical courses, because by its design it must meet both the industrial needs of the profession and the educational standards of the Board. This newer approach from the needs of industry opens up the chance for



*By courtesy of the North London Collegiate and Camden Schools*

FRANCES MARY BUSS 1827-1894  
Oil painting by Sidney Hodges



*By courtesy of the Artist and the Headmaster, T. Garrett. Eco*

BOYS WORKING ON SCENERY FOR A SCHOOL PLAY  
School Hall, Raynes Park County School, London  
Oil painting by George Haslam

more orderly recruitment and if industry and commerce define their numbers and their needs, and make clear their schemes of training and promotion, it is more possible to reproduce the excellent atmosphere of the Junior Technical School over a wider range of educational institutions. There are some 150 Technical Colleges and Schools scattered among the main industrial areas. Essex has built on the outskirts of London two modern Technical Colleges, comprising in one building a day School with a technical bias for boys and girls and a School of Art. Each accommodates no less than 1,000 full-time and 4,000 evening students. The Polytechnic idea is being revived in modern buildings.

Sometimes the Junior Technical School is housed in the larger Technical College ; every kind of variation is allowed to meet the local or regional need. At Blackburn the Principal has designed and installed within the technical college an experimental loom which is capable of far more easy adjustments—and incidentally of more quantitative experiments—than the ordinary loom.

Commercial Colleges also train for the various professional institutions, but each has its special characteristics. At Bradford students of the woollen and worsted industries have the advantage of working in laboratories properly equipped for the purpose. The Manchester course in the merchandising of textile goods includes fabric structure, textile quantities, the production of yarn, banking and foreign exchange, the interpretation of accounts, accountancy, business economics and a foreign language. The City of London Commercial College course includes among the usual subjects a study of commodities such as tea, grain and timber. The High School of Commerce in Manchester provides lectures in such subjects as 'The economic geography of Arabic regions' and classes in French, German, Spanish, Portuguese, Italian, Russian, Swedish, Danish, Dutch, Arabic, Chinese and Hindustani. For a more junior run of students London has successfully launched a school of Retail Distribution. The curriculum has been carefully planned by a group of progressive stores in conjunction with the local authority.

It is clear that industry and commerce need to know more about education and vice-versa. Advisory Committees now exist locally for most branches of trade and manufacture and help to ensure that schools and colleges maintain contact with realities. Regional Bodies have also been set up to relate the wider needs of industry to the higher branches of technical education. But the main object is to secure a balance between general skill and special kinds of skill. In the dynamic years ahead, when problems of industrial demobilisation will be added to the facts of a new industrial revolution, there will be three essential needs, a sound general education among all the people, a flexible intelligence, and a willingness to shoulder completely fresh tasks and develop fresh interests. Already in the Army, in the Civil Defence Services and in the Ministry of Labour training centres valuable experience is being gained in preparing young men and women for new vocations. Perhaps it is of some assistance to try and state the problem ; only careful planning based on practical experience can hope to find the best policy.

## EDUCATION AND AGRICULTURE

THE presence of half a million town children in the countryside during the last year has given a fresh stimulus to the possibilities of education in the countryside ; it has also released a flood of loose talk about rural education. In England all forms of agricultural and horticultural education, farm institutes and agricultural colleges, county organisers and lecturers come under the jurisdiction of the Ministry of Agriculture. For this reason agriculture enters into the work of the schools, rather as a medium or instrument of general education than as a sphere of training in the more technical sense. Farmers and agriculturists have always been suspicious of schools and for a variety of reasons there has been a divorce between agriculture and the educational system. At last a strong Minister of Agriculture has taken steps to heal the division by setting up a committee to examine the whole position and by devising machinery to bring the results of scientific research nearer the man on the land. Meanwhile much interesting work is now in process at rural senior schools and country grammar schools, by the imaginative use of school gardens, by local surveys, and generally by relating the curriculum to rural environment. Many schools keep pets and stock and where a Young Farmers' Club is attached to the school, loans free of interest are available from the County Council for the purchase of stock and equipment.

Happiest of all is the school which owns its own farm, because a close relationship can be maintained between practice and underlying theory. For example, the chemistry of nutrition is developed in the laboratory from the the mixing of rations in the barn : practical work on the farm occupies about a third of the boys' time. The farm is divided into units—dairy herd, pigs, poultry, sheep and crops—and each unit is in the charge of a group of boys for two or three weeks. Accounts, records and balance sheets are kept. The teaching course includes stock and crop husbandry, chemistry and botany, book-keeping, veterinary hygiene, dairying, poultry surveying, engineering and woodwork. Such schools are not numerous, but successful models exist.

Some town schools have adopted farms, as they do ships, while the farm visit is becoming a popular feature among schools in the country. During the war thousands of boys and girls have assisted farmers and foresters all over the country and school gardens have been cultivated to the last square foot. One school has planted 6,000 pine seedlings and scotch pines and has produced fruit and vegetables to the value of £450 of which 40 per cent has been sold. Other town schools have purchased small country estates, carried out repairs and cleared and re-cultivated the flower and vegetable gardens on week-end visits and in vacations. This is a natural development of the holiday camps which many schools organize. Since the war some thirty camp-schools have been created with great potentialities for every kind of country activity.

There are a score of arguments for bringing together the growing child and the natural life of the country, regardless of whether the boy or girl intends



A GARDENING LESSON AT AN OPEN-AIR SCHOOL  
The King's Canadian Camp School, Middlesex

to earn a livelihood in town or country, provided that the country school takes full advantage of its setting. War experience has only emphasized the value and the possibilities of a more natural environment. It depends on post-war agriculture and its accompanying social structure how many recruits can be absorbed. It rests with those who re-plan our cities where the next generation will grow up.

## UNIVERSITIES AND THE FUTURE

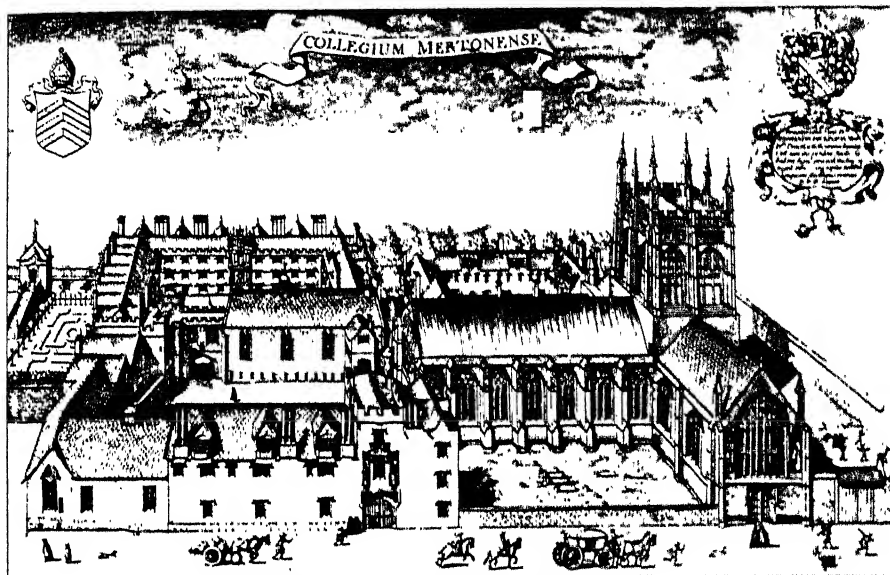
THE bold attempt to educate a whole society raises in acute form the problem of the University. To-day there are eleven degree-giving Universities in England and three University Colleges. They are not parts of the State system nor subject to the control of the Board of Education. Some two million pounds a year are spent in assisting their endowments, but by way of a separate and academic committee working under the Privy Council. Of the thirty-seven thousand students which attend them, Oxford and Cambridge alone account for well over one quarter. Students from many foreign countries, Rhodes scholars from the whole English-speaking world and others from India and the East stamp Oxford, and to some extent Cambridge, as a universal brotherhood of learning.



These two universities are unique in their organisation and their influence. They are entirely self-governing institutions. Each consists of a number of colleges; Oxford has twenty-four and Cambridge eighteen, but twenty-three of these were founded before 1500. The ancient buildings and the tradition that clings round them cannot be reproduced. The tutorial method of study, based on an intimate relation between student and tutor, is the foundation of the academic method. Lectures are given every day on a wide variety of subjects. But the student plans his course of study with his tutor, decides which lectures are most worth attending, and for the rest works on his own and in his own room. Every conceivable type of club and organised activity, athletic, social, political, musical and dramatic is organised and conducted by the students. Statesmen, divines, and men and women of eminence in every field are accustomed to visit them. Thus an undergraduate grows up in a privileged and stimulating atmosphere, and the long vacations give him time to work and travel. These universities, which were once the stronghold of Conservatism and the Anglican Church, are now the homes of every type of learning. About one-third of the students come from Public Elementary Schools and nearly half the students receive aid and assistance from some public fund or other. It is impossible within these pages to estimate the influence of Oxford and Cambridge on Britain, the Empire and the world. They are not merely universities among others; they are part of the English heritage.

This is not to underestimate the place of London University with its constituent colleges, its wide influence and its cosmopolitan student body. The modern universities tend to be more local or regional. Situated in great industrial towns they are more related to local industries and they include on their Councils some representatives from outside bodies. All of them offer opportunities for study and research in the main professions, but some excel in particular subjects. Thus Liverpool is famous for architecture and tropical medicine, Manchester for its school of economic history and aural research. Specialist training, especially for the teaching profession, is more prominent than at Oxford and Cambridge. Each has an extensive extra-mural department. The majority of the students travel daily from their homes or live in lodgings but the provision of residential hostels is growing.

What is the function of the University in the modern world? Medieval universities were schools of professional training for divinity, law, physics and public service within a common culture. Between the years 1600 and 1850 professional training and science in England, though not in Scotland, became divorced from the universities of Oxford and Cambridge, where the classical discipline was regarded rather as a preparation for public life in church and state. More recently the steady increase in specialist students has tended to produce competent practitioners with a limited range of outlook. Natural Science has widened its field to include medicine, engineering, chemistry and physics and many further sub-divisions. Social Science, together with the related studies of economics and anthropology has lagged behind. In this



MERTON COLLEGE, OXFORD  
Engraving by David Loggan, 1675

connexion Oxford's latest creation, Nuffield College, which exists primarily to encourage research in the social sciences has made an interesting innovation. It has elected Visiting Fellows to assist its endeavours by virtue 'of their practical experience in the professions, in industry and in commerce.' The present Fellows include the Secretary of the Trade Union Congress, a distinguished Colonial Governor, a County Clerk and two business men.

The modern student, as evidenced by recent student conferences, is critical of the present arrangements. Either he feels lost in the remoteness of his course of study or he feels too straitened by concentration on a purely specialist branch without the background of a common understanding. It would appear that knowledge itself needs some integration and faculties some fresh re-classification. Every student should be preparing to master some vocational subject, because that alone will give him pride and confidence in himself. But at the same time he should be made aware of the underlying principles and social implications of his chosen profession, whether it be engineering, medicine, architecture, chemistry, business or the Civil Service. Science has marched further in the last thirty years than in all history and man has made worse use of science than at any other period (a fact which helps to explain the ferment in thought and education). Its discoveries must be at once controlled and related to common life and social needs.

But if public money is to be given more and more in support of Universities and if only five persons in a thousand can enter within their gates, the

role of adult and extra-mural education will become increasingly important. Enough has been said in earlier pages to illustrate its enormous growth. The University, as the crown of the education system, has a proud part to play. It must combine the instruction of an undergraduate democracy with that of influencing the larger democracy outside its walls, it must make effective provision for research and the discovery of new truth and be the guardian of all true learning. But it must also concern itself with the industry, agriculture, practice of government, social conditions and the popular culture of its own area or region.

To-day, in time of war, though Universities are carrying on part of their normal work, many professors and students are enlisted for national service in a wide variety of tasks. They will return from a rich background of experience, in the Forces and in Government, to remould University life. But if Universities are to play their part in the wider world, they must find bridge-heads across national boundaries so that fellow-seekers after truth can join hands as they did in medieval times. The intellectual co-operation of the savants, the international student conferences, the World Rovers Moot, the Workers' Travel Association will not avail, unless the poison of excessive nationalism can be drained from Germany—and all the nations. More attention must be devoted to the hard ineluctable facts. International control of the air and raw materials must precede the return of any stable international society. The British Council exists to interpret the British way of life, but there must be a two-way traffic of ideas. It would be in accordance with the English tradition, if voluntary and religious effort dedicated itself to this task. The Universities of Britain should be in the van of such a movement.

## POSTSCRIPT

HERE briefly is sketched the expansion of education and the growth of democracy within our island security, but the security is there no longer and every schoolboy knows it. For this reason (if for no other) teachers and text-books, schools and universities, central and local administration, need a radical overhaul. It will not be enough merely to step-up the age of leaving and tinker with the administrative machine. Freedom and experiment, voluntary endeavour and resistance to central control are excellent things, but they must die to live and find new forms and patterns. This is not the place to give even an outline of future developments, but it is safe to say that the new State, and therefore a new Ministry of Youth and Arts, will need to concern itself much more with the social environment in which young people grow up. England is too full of symbols without the underlying realities. It has taken another war to give concrete expression to the words 'national service,' to knit more closely the English-speaking people and clarify the values which all freedom-loving people hold in common. If England is to be a cham-



KING'S COLLEGE AND CLARE HALL, CAMBRIDGE

Drawn and engraved by W. Westall, published 1819

pion of an alternative new order and the victory is to be not only over Germany, but over a false set of values, then the schools and the whole spirit and apparatus of education must begin to express it here and now. The English tradition has something to learn from Dominion, American and Continental experience. But no country is more fitted to be the instrument of leadership, if only because of its political maturity, its world-wide contacts and its present tried championship in war.

Consciousness of such a mission and all that it implies in social reorganisation, especially in education, is the dynamic force now needed. Within our country there is implied a new respect for the claims of others and a new responsibility towards the community. This neighbour principle has an ever-widening circle of meaning. It transcends all political groupings, is included in all religious faiths, and cuts across all class cleavage in education. The family, the local community, the region, the nation and the commonwealth are all places where the individual comes alive ; the rich diversity of professional and social societies are all living expressions of human enterprise. If children are to take their place in a world of good neighbours and rebuild the broken communities, they must learn something more than reading, writing and arithmetic. Literacy is not enough. They must learn to do things together in common service, as many schools are discovering in war and as some discovered in peace. Conversely, if the State is to come alive it must see that central

government and local education authorities, however organised, create the environment in which schools and other educational ventures can flourish. Only through a new corporate life can genuine individual freedom be realised.

Perhaps this gives to government a more positive role than in the past, but nations live neither on dissent, nor on tradition alone. It is no slavish imitation of the totalitarian state to enlist the film, the radio, the arts and public advertisement in the service of education, to plan our cities with a keener eye on the social needs of the community, to make the welfare of little children as small a cost to the parent as possible, to convert national service into a natural and normal peace time vocation.

Within some such framework of common understanding the word 'education' may perhaps come alive. After visiting schools in America, in the Dominions, in pre-war Europe and after three years inside the central machine at home, this is my deliberate conviction. As Comenius wrote three hundred years ago "They are eagerly debating on the reform of schools in the whole Kingdom, namely that all young people should be instructed, none neglected"; so I can faithfully report to day. When Comenius wrote, Cromwell's army was engaged in Civil war; to day the armies of freedom are engaged in an international civil war. In every country education is on trial; it is for teachers and parents alike to awaken to the challenge.



